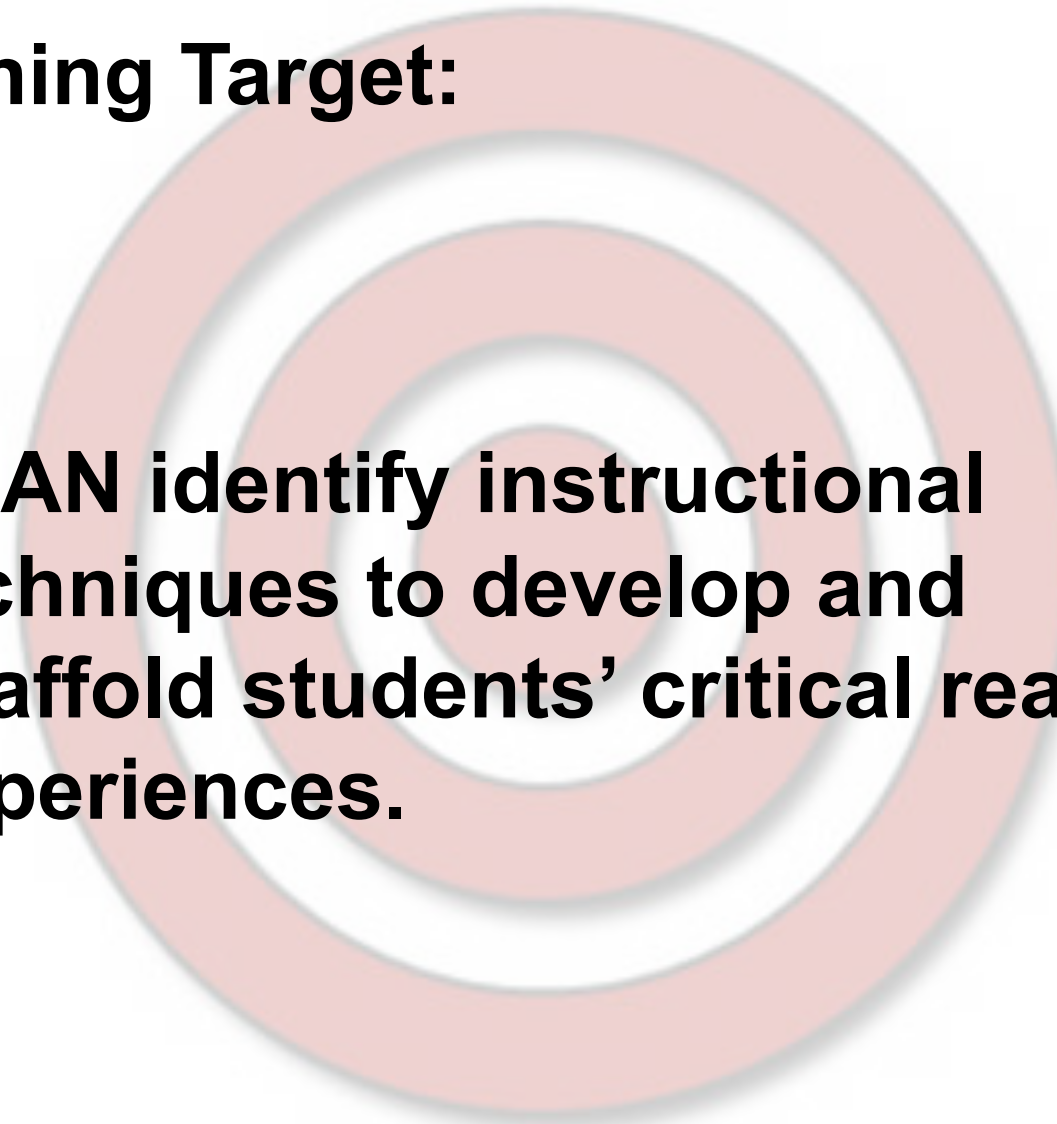


# Teaching Students **IF, WHEN and HOW TO Read Closely**



## Learning Target:

- 
- ◎ **I CAN identify instructional techniques to develop and scaffold students' critical reading experiences.**



**Today's "bite":  
Using scaffolds to  
help students develop  
their ability to infer.**

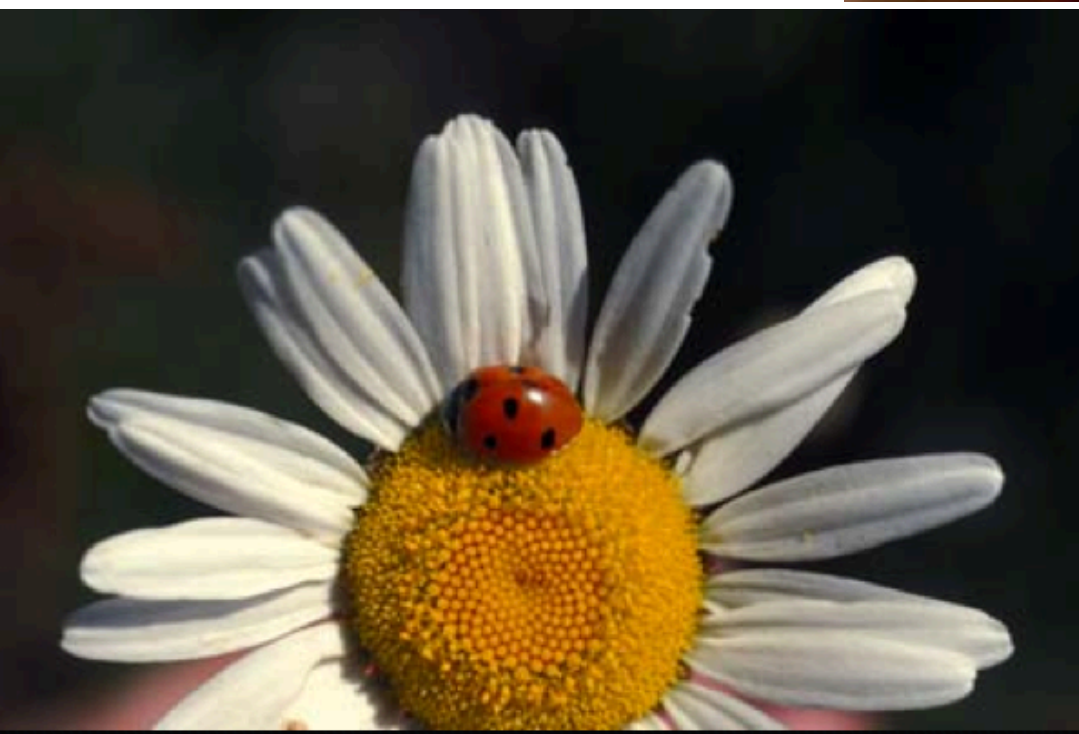
















# **Ten Tips for Teaching Students to Read Closely**



**Always Set a Purpose for Reading**

**Be a Close Reader Yourself**

**Closely Read Across the Curriculum**

**Design Intentional Scaffolds**

**Diversify the Text and How Students Interact With It**

**Let Them Make Mistakes**

**Model It**

**Select Texts That Provide “Stretch”**

**Teach Students to Look for Evidence**

**Use Student Questions to Drive Discussion**

**Always Set a Purpose for Reading**

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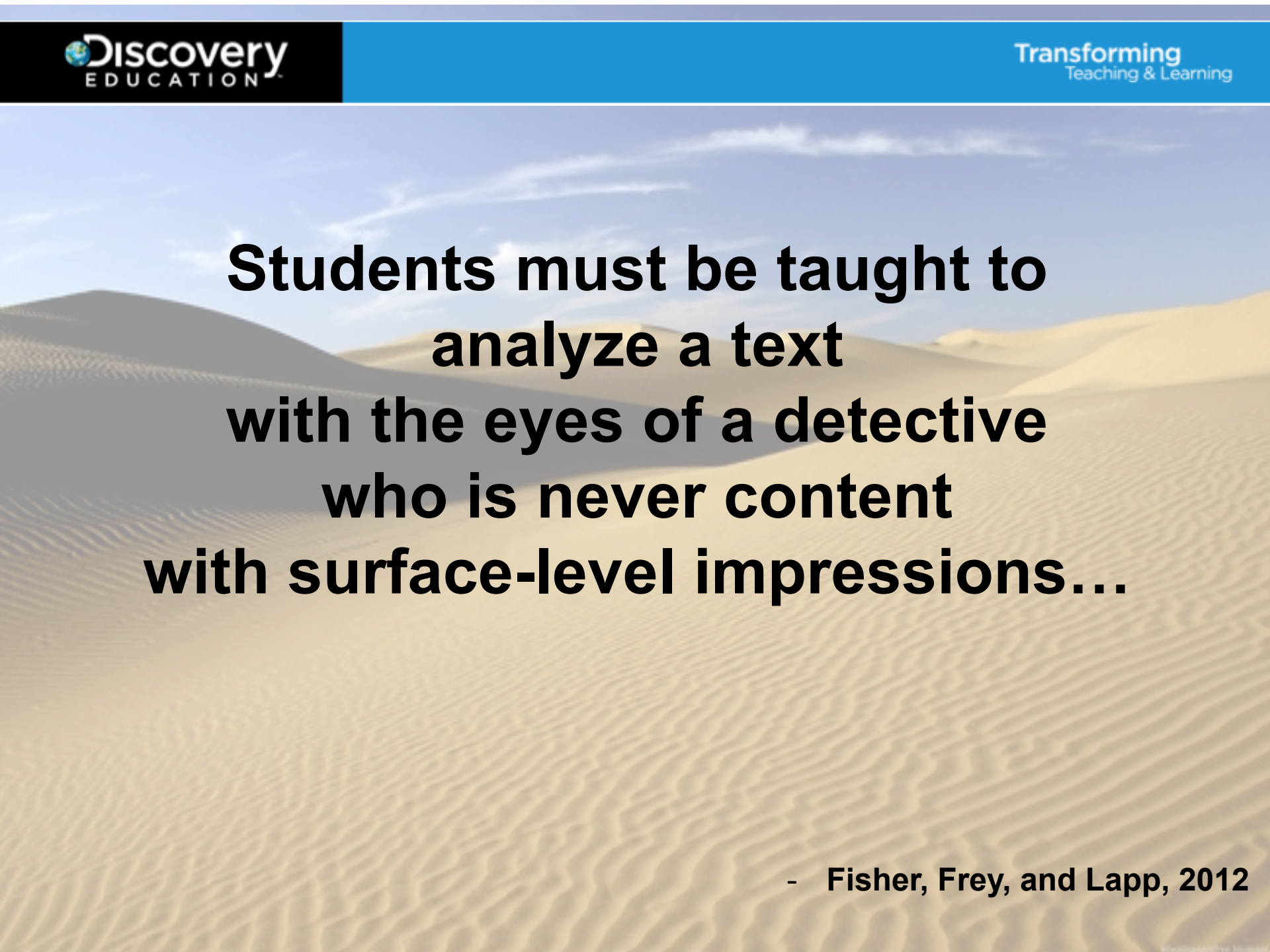
**Model It**

**Select Texts That Provide “Stretch”**

**Teach Students to Look for Evidence**

**Use Student Questions to Drive Discussion**





**Students must be taught to  
analyze a text  
with the eyes of a detective  
who is never content  
with surface-level impressions...**

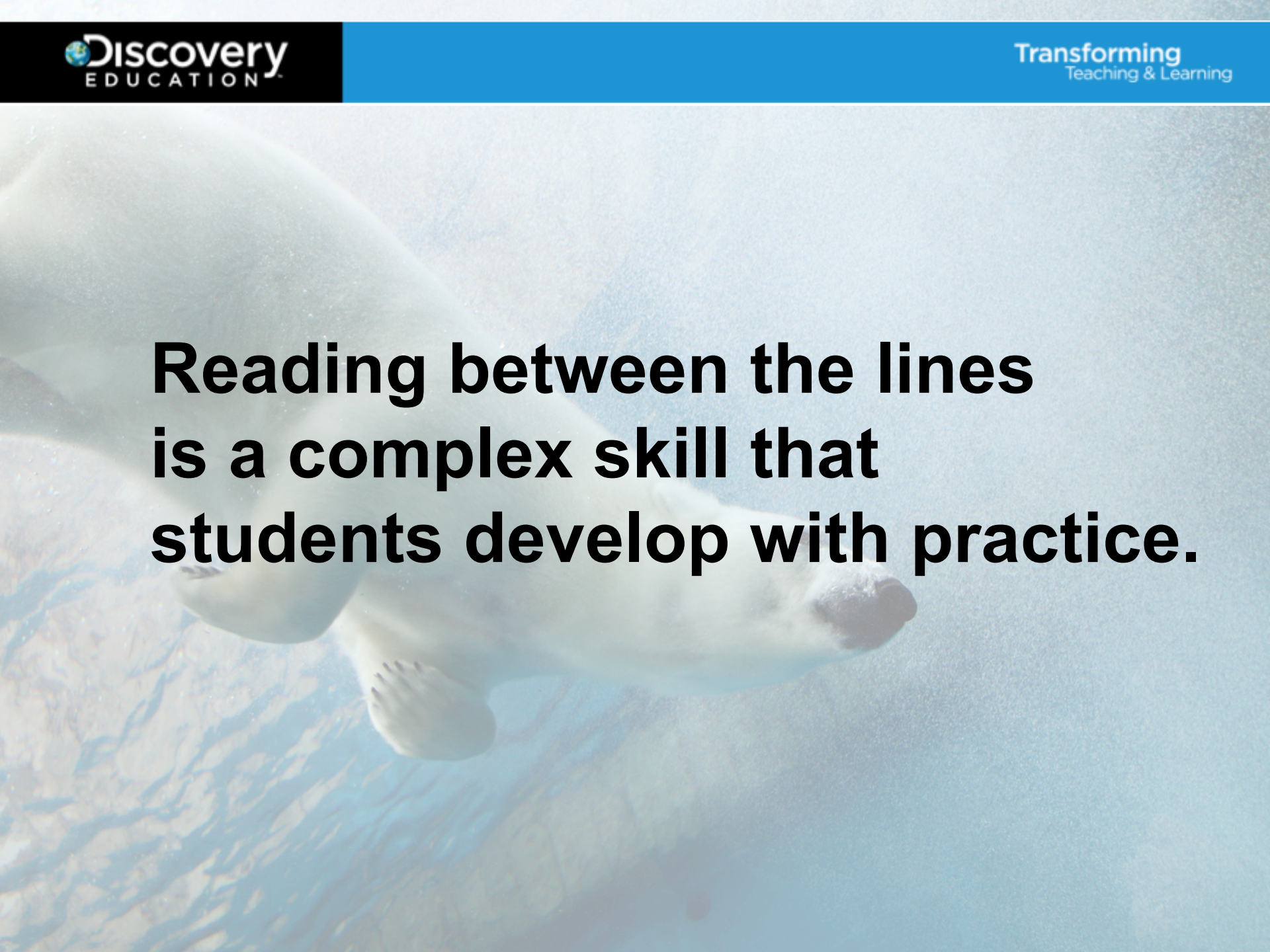
- Fisher, Frey, and Lapp, 2012

A polar bear is shown swimming underwater, viewed from below. The bear's white fur is visible against the blue water, and its flippers are extended. The text is overlaid on the upper half of the image.

**Reading between the lines  
is a complex skill that  
students develop with**

.



A polar bear is swimming underwater, viewed from below. The bear's white fur is visible against the blue water. Its head is tilted upwards, and its front paws are visible. The background shows the rippling surface of the water.

**Reading between the lines  
is a complex skill that  
students develop with practice.**



# What is an inference?

## Definition:

- Something you can tell about the characters' feelings even though the author doesn't tell you. - Daniel

Use previous events  
- Aidyn

Words or evidence from the text.  
- Michelle

pictures (face, body)  
- Lily

Past experiences  
- Edward

## What can we use to infer?

**I Observe**



**I Know**



**I Infer**











We  
can  
make ...

# Inferences

Information  
from  
text



Background  
Knowledge

= INFERENCE

Thinking about  
a character's  
actions

Thinking about  
how a character  
handles conflict

Thinking about  
what a character  
says

Thinking about  
how a character feels

using clues  
from the text

Thinking about  
what we already  
know

Thinking about our  
own experiences

**we  
infer by...**

When we make inferences  
we go beyond the author's  
word to understand what  
is not said in the text

Predictions - take information  
from the text and what we know to make  
a smart guess about what might  
happen in the future.

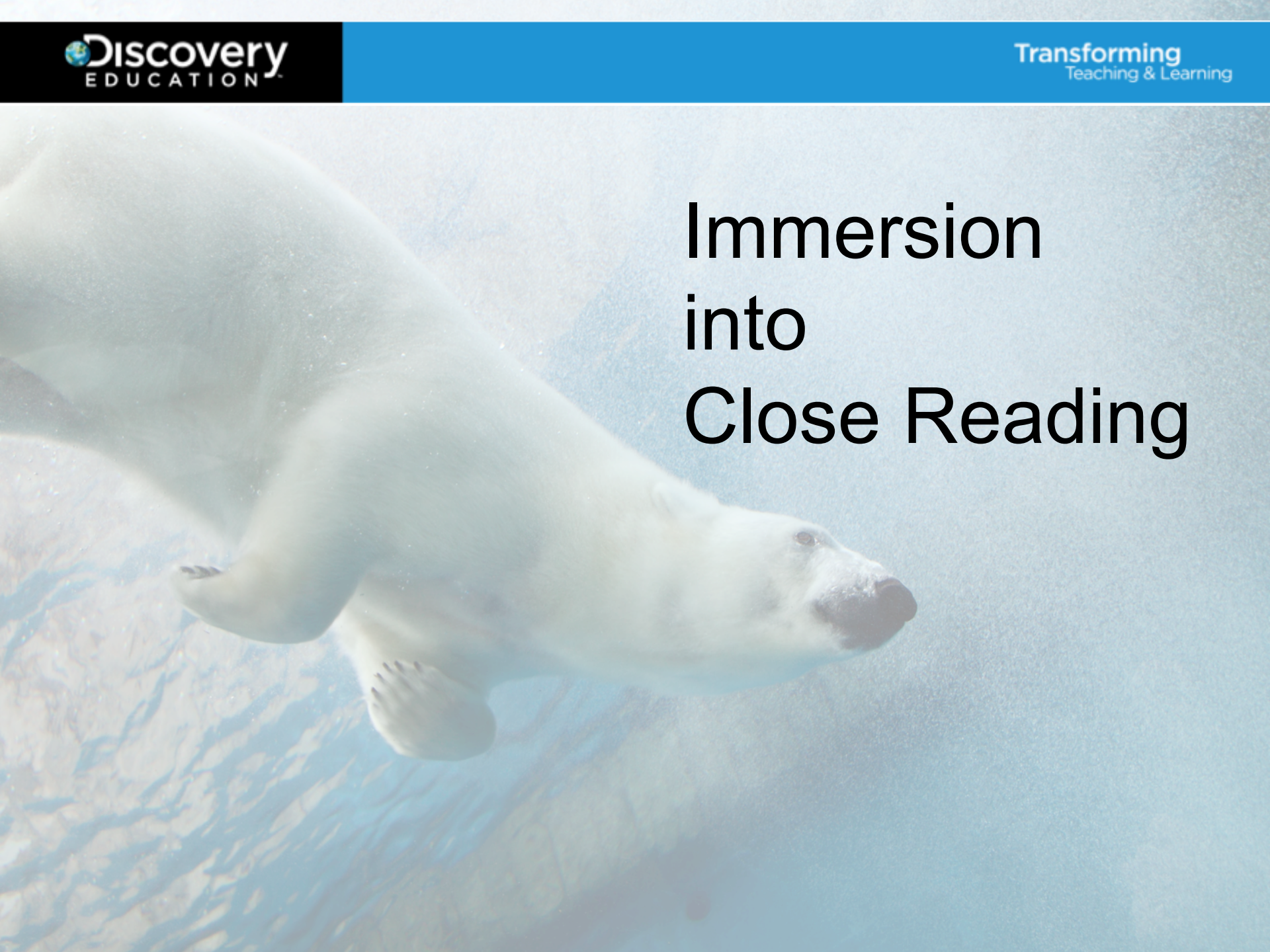
Thinking Stems

- Maybe ...
- Perhaps ...
- It could be that ...
- This could mean ...
- I predict ...
- My guess is ...
- I infer ...

Inferring is using  
text and your  
background knowledge to  
put the pieces together!

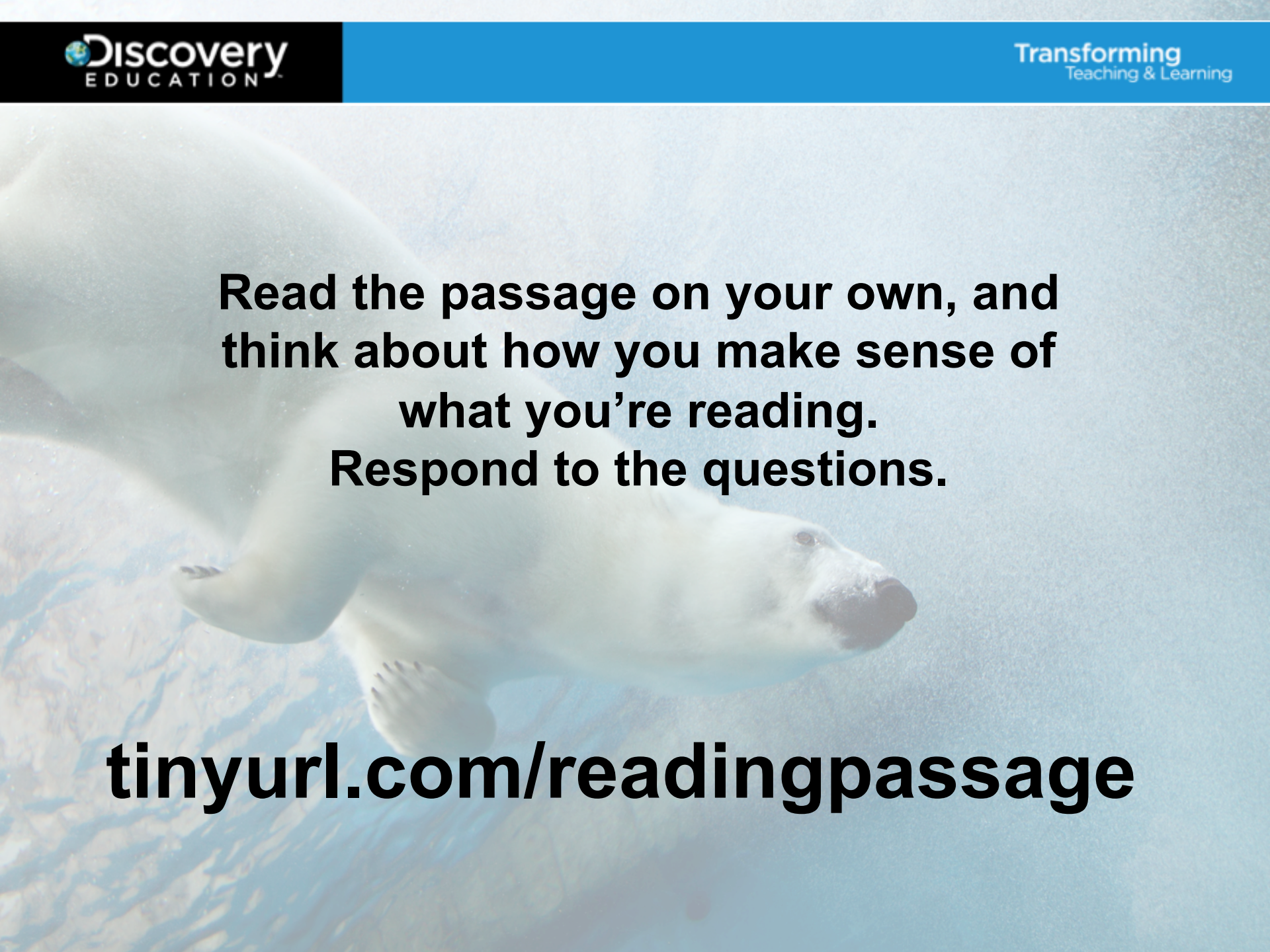
Drawing Conclusions - take information from  
the text and come to a new understanding.





# Immersion into Close Reading



A polar bear is shown swimming underwater, its white fur contrasting with the blue water. The bear is positioned diagonally across the frame, moving from the upper left towards the lower right. Its head is in the foreground, and its body extends into the background. The water has a slightly rippled texture.

**Read the passage on your own, and  
think about how you make sense of  
what you're reading.  
Respond to the questions.**

**[tinyurl.com/readingpassage](https://tinyurl.com/readingpassage)**

The man stood under the bright lights trying to decide. He had already run three-quarters of the way, but now he had to be careful. Everything depended on his decision.

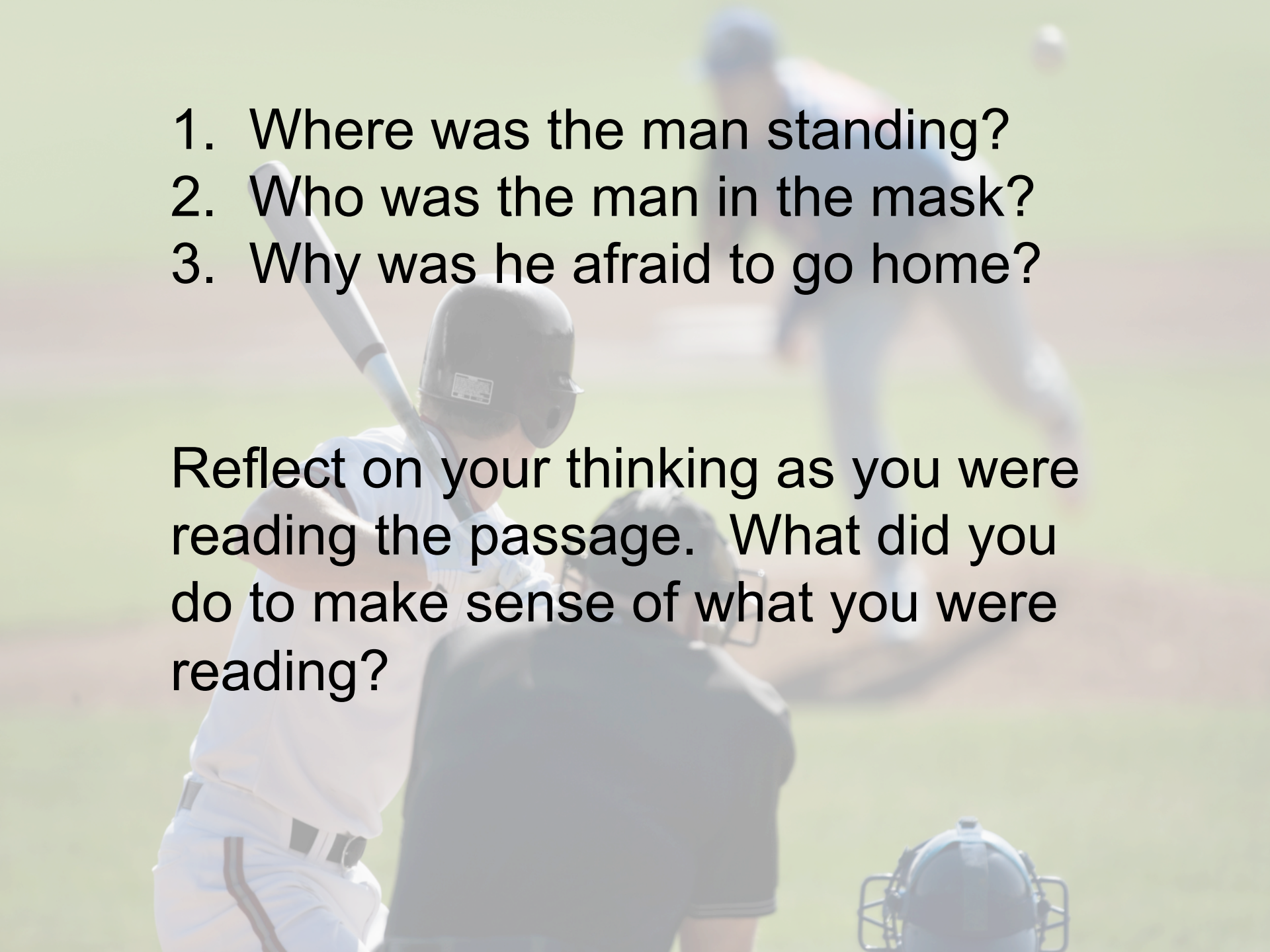
He knew he was being watched. Would he be safe if he went home, or would the masked man be waiting for him? Home was in sight, but he was hesitating. If he made a wrong move, it would all be over. He peered into the night hoping for some sign that would help him know what to do.

He thought about the man in the mask. He would love to even the score. He took a few hesitant steps. Nothing happened. His mind was made up. He would chance it. He ran as fast as he could for home.



1. Where was the man standing?
2. Who was the man in the mask?
3. Why was he afraid to go home?

Reflect on your thinking as you were reading the passage. What did you do to make sense of what you were reading?

- 
1. Where was the man standing?
  2. Who was the man in the mask?
  3. Why was he afraid to go home?

Reflect on your thinking as you were reading the passage. What did you do to make sense of what you were reading?





Having  
experienced this  
as a reader,  
what is the  
application for  
instruction?











## Planning for Close Reading

### Start with Reflection:

**Are the structures that support close reading in place in my classroom?**

(Do my students...understand the purpose of close reading, have a system for annotation, and know how to talk with peers using language that keeps the conversation grounded in the text?)

### Continue with Thoughtful Planning:

**Step 1 - What text will be used?**

(Consider the genre, the complexity and building access to various genres throughout the instructional day - 50% informational/ 50% literary - K-5<sup>th</sup> grade, 70% informational/30% literary - 6<sup>th</sup> grade.)

**Step 2 - Reread the text closely.**

Search and Annotate for vocabulary, text structure, syntax, essential understandings that students will need to "linger over" or may be the focus of the text-dependent discussions.

**Step 3 - Narrow your focus.**

- What is most prominent in the text?
- Connect to the standards and eligible content for specific language to use in your questioning.

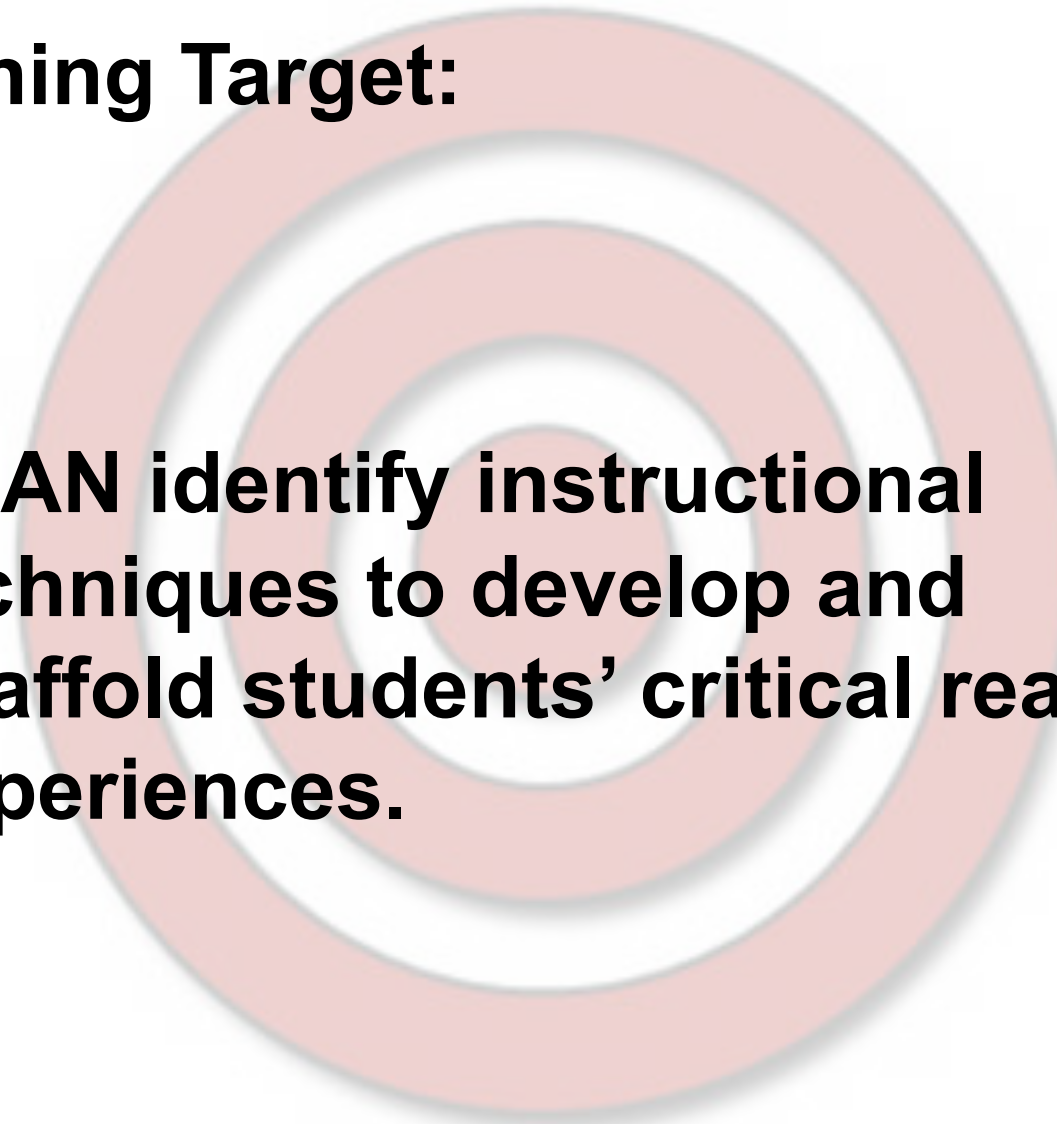
**Step 4 - Propose a culminating text dependent question.**

**Step 5**

Use these next rows to scaffold your students' understanding and guide their thinking to answer the culminating text dependent question. Each read provides a scaffold to achieve understanding of the culminating text dependent question.

	What portion/s of the text will I choose for close reading?	Text Dependent Analysis Questions to guide close reading and thinking	Expected student response	What <i>academic vocabulary</i> do my students need to know?	What <b>scaffolds</b> need to be put into place to support all learners? How will text be read? Chunked? Add'l frontloading for some readers?
<b>1<sup>st</sup> Read</b> <b><i>What does it say?</i></b>  The gist... The general understanding...	The first read is the Shared Reading of the Text – completed as a part of the regular Balanced Literacy Cycle.	In addition to your developed TDA, both literal and critical analysis questions are used to guide thinking during the first read during shared reading.		High utility, frequently appear across content areas, seldom defined or scaffold within text	
<b>2<sup>nd</sup> Read</b> <b><i>How does it say it?</i></b>  ... the craft and structure					
<b>3<sup>rd</sup> Read</b> <b><i>What does it mean?</i></b> ... the integration of knowledge and ideas. ...lead to synthesis of the text. ...themes / central ideas		This is the "big idea" question that you wrote in step 4.			

## Learning Target:

- 
- ◎ **I CAN identify instructional techniques to develop and scaffold students' critical reading experiences.**